

**Department of Communication Studies
West Virginia University**

M.A. & Ph.D. Graduate Studies Handbook

This handbook outlines the policies and procedures of the M.A. and Ph.D. degrees in the Department of Communication Studies at West Virginia University. These policies and procedures are in addition to the policies and procedures contained in the *Graduate Catalog*, the GTA handbook available through the Office of Graduate Education and Life, and the Student Conduct Code. Each student and faculty advisor is responsible for reading and adhering to the policies and procedures contained in this handbook.

Adopted August 1, 2006

Revised June 15, 2007

August 4, 2008

August 7, 2009

August 10, 2010

October 27, 2011

August 6, 2012

August 5, 2013

June 26, 2014

June 5, 2015

June 8, 2016

June 29, 2017

July 9, 2017

July 3, 2018

August 8, 2019

August 4, 2020

September 1, 2021

Table of Contents

I.	<i>Graduate Programs in the Department of Communication Studies</i>	3
	A. Overview of the Department	
	B. Governance of the Programs	
	C. The Graduate Faculty	
	D. The Graduate Courses	
II.	<i>The M.A. Degree Program in Communication Studies</i>	9
	A. Program Outcomes	
	B. Program Timetable	
	C. Program Requirements	
	D. Semesterly Program Review	
	E. Graduation Requirements	
III.	<i>The Ph.D. Degree Program in Communication Studies</i>	13
	A. Program Outcomes	
	B. Program Timetable	
	C. Selection of an Advisor and Committee	
	D. Program Requirements	
	E. Yearly Program Review	
	F. Graduation Requirements	
IV.	<i>Graduate Teaching Assistantships</i>	21
V.	<i>Dissertations & Program Graduates</i>	23
VI.	<i>Theses</i>	28

I. Graduate Programs in the Department of Communication Studies

A. Overview of the Department

The Department of Communication Studies offers the B.A., the M.A., and the Ph.D. degrees in Communication Studies. The graduate faculty in the Department of Communication Studies is well-known, at the regional, national, and international levels, for accomplishments in research, teaching, and service.

The faculty is nationally recognized for research endeavors. Faculty members consistently receive Top Paper honors at regional, national, and international professional conferences and publish numerous articles every year in regional, national, and international journals. Many of these papers and articles are co-written with graduate students. Additionally, two faculty members (Drs. Scott A. Myers & Matthew M. Martin) have been identified as being among the Top 25 researchers in the Communication Studies discipline since its inception in 1915. In 2012, three faculty members (Drs. Scott A. Myers, Alan K. Goodboy, & Matthew M. Martin) have been identified as being among the Top 30 researchers in the Communication Studies discipline from 2007-2011. Again, in 2018, the same three faculty members were noted as Top 30 researchers from 2012-2016. Drs. Dillow, Martin, Goodboy, and Myers have been named ECA Research Fellows and Dr. Myers has been named an ECA Teaching Fellow.

The faculty is committed to providing a quality educational experience for both undergraduate and graduate students. As such, the faculty has received a number of teaching awards that reaffirm this commitment. Moreover, several faculty members have been recognized by the Eastern Communication Association, the Western Communication Association, the National Communication Association, and the International Communication Association for their effective instruction in the classroom.

The faculty is heavily involved in providing service to the communication discipline. Not only do faculty members serve as Division officers, paper reviewers, paper respondents, and panel chairs for regional, national, and international communication associations and their conferences, but they serve on a number of editorial boards for Communication publications. Faculty members have served as Editors or Associate Editors of *Communication Education*, *Communication Research Reports*, *Personal Relationships*, *Communication Teacher*, and *Journal of Communication Pedagogy*. Dr. Scott A. Myers has served as President of the Central States Communication Association. Dr. Myers is the current editor of *Journal of Family Communication*.

B. Governance of the Graduate Programs

The Ph.D. and M.A. program in Communication Studies is governed by the Department Chair and the Graduate Coordinator. The Graduate Coordinator is responsible for the daily operations of the program and are the initial advisors for all incoming students.

C. The Graduate Faculty

Listed below are the members of the graduate faculty and their respective areas of research.

**Elizabeth Cohen, Associate Professor
Graduate Coordinator**

Ph.D., Georgia State University

Research Interests: Media Effects, Emotional Responses to Media, Health and Entertainment, Attachments to Celebrities and Fictional Characters, Pop Culture and Identity

Elizabeth L. Cohen joined the WVU faculty in 2012. She specializes in media psychology. Broadly, she researches audiences' cognitive, emotional and behavioral responses to different types of media content—including news and social media messages. Dr. Cohen specializes in studying people's responses to pop culture and entertainment such as movies, graphic novels, celebrity news, reality TV, and digital games. Popular media culture is often criticized as being unhealthy or a waste of time, but her research tends to emphasize the positive effects that entertainment media has on educational outcomes, social relationships, and people's health and well-being. Some of Dr. Cohen's special interests include people's psychological attachments to fictional characters and celebrities, emotional effects of media consumption, narrative persuasion processes, fandom, presumed media influence, television covieing habits, and media influences on people's perceptions of social groups. She is an associate editor of *Psychology of Popular Media*.

Megan R. Dillow, Associate Professor

Ph.D., The Pennsylvania State University

Research Interests: Interpersonal Communication, Relational Communication, Communication Theory, Health Communication

Using experimental, survey, and observational methods, Dr. Dillow conducts theoretically-driven research investigating communication between people in interpersonal relationships. Her primary research interests are focused on the “dark side” of close relationships, such as communicative responses to major relational transgressions. She most often studies the relational and communicative outcomes of sexual infidelity, including same-sex infidelity. Dr. Dillow's secondary research interests include health communication within and outside of interpersonal contexts, including the psychological and physiological health consequences of negative relational experiences and health communication campaigns.

Alan K. Goodboy, Professor

Peggy Rardin McConnell Endowed Research Chair of Communication Studies

Ph.D., West Virginia University

Research Interests: Instructional Communication, Interpersonal Communication, Quantitative Methods and Statistics

Dr. Goodboy is quantitative scholar with an interest in applications of structural equation modeling for communication science. He has completed over 500 hours of postdoctoral coursework in statistics. Most recently, he has been interested in person-centered approaches to testing communication theory using finite mixture modeling (latent class analysis, latent profile analysis, latent transition analysis). This past year he has published articles on coefficient omega in reliability estimation, mediation analysis in mixture modeling, and bifactor exploratory structural equation modeling. As an instructional communication, he regularly conducts teaching and learning experiments. As an interpersonal communication scholar, he recently completed a series of studies on relational turbulence in marriages. Dr. Goodboy also collaborates on medical communication projects with surgery colleagues at WVU.

Katie K. Kang, Assistant Professor

Ph.D., Rutgers University

Research Interests: Organizational Communication, Group Communication

Broadly, Dr. Kang's research examines how anonymous communication is practiced and experienced at multiple organizational levels. At the micro level, her work explores how anonymity is translated into the communication practices from a sender and a receiver perspective. At the meso level, she focuses on how groups play a strategic role in shaping how hidden organizations and their members manage visibility. At the macro level, she looks at the various collective motivations (both appropriate and inappropriate) and organizing processes of hidden organizations. To capture anonymous communication at these multiple-levels, she leverages both qualitative and quantitative methods in her research.

Carrie D. Kennedy-Lightsey, Teaching Assistant Professor

Ph.D., West Virginia University

Research Interests: Communication Theory, Student Internships, Interpersonal Communication

As the Undergraduate Studies Coordinator, Dr. Kennedy-Lightsey works closely with students to navigate the major, academic advising, internships, and the Undergraduate Communication Association. Dr. Kennedy-Lightsey's teaching interests range from communication theory, interpersonal communication, and experiential learning (internships), among others. In addition to designing and developing courses, she focuses on matters of program development and review when closing the assessment loop in undergraduate education. Her research has explored students' communication with teachers and peers as well as individuals' responses to jealousy and privacy management in close relationships.

Matthew M. Martin, Professor

M.A. Corporate and Organizational Coordinator

Ph.D., Kent State University

Research Interests: Bullying & Verbal Aggression, Communication Competence, Communication Motives, Student Learning, Communication Ethics

Dr. Martin has numerous research interests, including, but not limited to: bullying and verbal aggression (Who uses these destructive messages and what consequences do these messages have on their targets?), communication competence (What are the characteristics of an effective and appropriate communicator?), communication motives (Why do people communicate with others?), and student learning (How can teachers and students communicate differently in order to increase student learning?). A Mountaineer since 1994, Dr. Martin has a strong appetency for promoting WVU and the state of West Virginia.

Scott A. Myers, Professor and Chair
Peggy Rardin McConnell Endowed Teaching Chair of Communication Studies
Faculty Associate, Center for Women's and Gender Studies

Ph.D., Kent State University

Research Interests: Instructional Communication, Family Communication, Organizational Communication

Dr. Myers joined the WVU faculty in 2001 as an Assistant Professor. He is an instructional communication researcher whose projects focus primarily on the role communication plays in the instructor-student relationship, both in and out of the classroom, using experimental, survey, and content analytic research methods. Dr. Myers also is a family communication researcher, with a focus on how adult siblings maintain their relationships. At WVU, Dr. Myers was recognized by the Eberly College of Arts and Sciences as a Woodburn Professor from 2005-2007 and as an Outstanding Teacher in both 2010 and 2020. He also received the WVU Foundation Outstanding Teacher award in 2020. Dr. Myers is a past President of the Central States Communication Association, where he also served as the Executive Director from 2004-2006. He is a past editor of *Communication Teacher*, was the founding editor of *Journal of Communication Pedagogy*, and is the current editor of *Journal of Family Communication*.

Christine E. Rittenour, Associate Professor
Facilitator, WVU ADVANCE Team

Ph.D., University of Nebraska

Research Interests: Family Communication, Communication and Aging, Intergroup Communication

Dr. Rittenour researches families and prejudice. She is fascinated by humans' differential (mis)treatment of those dubbed as different, and she asserts that family is a primary site for experiencing and teaching "difference." Some of her work addresses within-family differences based in social (e.g., ethnicity, age), structural (e.g., in-law relationships), and value-based identities (e.g., feminism, generativity), as she reveals how these differences coincide with the unity and happiness that family members feel for each other. Some of her work addresses communication *about* difference, including that which occurs within the family, often then "spilling" into treatment of those outside of the family. Dr. Rittenour also works with the ADVANCE team to facilitate prosocial change at institutional and workteam levels.

Daniel Totzkay, Assistant Professor

Ph.D., Michigan State University

Research Interests: Health Communication, Social Influence

Dr. Totzkay studies the nature of and reaction to health and risk communication messages. This includes communication to change health and risk behavior, the design and evaluation of health and risk communication campaigns, the translation of emerging health and environmental science to behavior change messages and addressing matters of health equity with strategic communication activities. Overall, Dr. Totzkay's research aims to address how a communicative study of social influence can be better applied to new or overlooked issues and contexts, as well as how communication theory can be better refined and extended to study social influence and behavior change processes.

D. The Graduate Courses

Listed below are the courses taught regularly in the Department. Unless noted, each course is worth 3 credit hours. Students are solely responsible for enrolling in the correct course(s).

COMM 509	Health Communication Dissemination (M.A. only)
COMM 511	Research Methods for Non-Profit Organizations (M.A. only)
COMM 601	Instructional Communication
COMM 602	Interpersonal Communication
COMM 603	Communication Training and Development
COMM 604	Theory and Research in Persuasion
COMM 605	Theory and Research in Mass Communication
COMM 606	Theory and Research in Organizational Communication
COMM 608	Nonverbal Communication
COMM 610	Family Communication
COMM 611	Intergroup Communication
COMM 612	Small Group Theory and Practice
COMM 623	Leadership
COMM 625	Computer-Mediated Communication
COMM 629	Health Communication
COMM 645	Masspersonal Communication
COMM 675	Entertainment-Education
COMM 695	Independent Study
COMM 697	Thesis Research
COMM 700	Survey of Human Communication Theory
COMM 701	Graduate Research Methods
COMM 702	Advanced Interpersonal Communication
COMM 706	Advanced Organizational Communication
COMM 711	Advanced Seminar in Research Methods
COMM 712	Communication Measurement
COMM 713	Qualitative Research Methods
COMM 719	Advanced Instructional Communication

COMM 722	Dark Side of Interpersonal Communication
COMM 790	Teaching Practicum
COMM 795	Independent Study
COMM 796	Graduate Seminar (1 credit hour)
COMM 797	Dissertation Research (9 hours)

Specialized Seminars

COMM 691G	Communication and Aging
COMM 691N	Communication Traits
COMM 691O	Communication Campaigns
COMM 691P	Relational Maintenance
COMM 691U	Communication in Later Life
COMM 693D	Experiments and Causality
COMM 693G	Developmental Communication
COMM 693H	Presence
COMM 693I	New Media and Society
COMM 693J	Bullying
COMM 793H	Communication Research Design
COMM 793I	General Linear Models
COMM 794B	Personality
COMM 794H	Affectionate Communication
COMM 794T	Aggressive and Antisocial Communication

II. The M. A. Program in Communication Studies Theory and Research

The M.A. program in Communication Studies is intended to qualify the student to assume a variety of professional roles in educational, industrial, and government institutions; teach the subject matter at the college level; or undertake advanced training toward a doctorate in Communication Studies.

A. Program Outcomes

Upon completion of the M.A. degree program in Communication Studies, it is expected students will be able to:

1. acquire a general understanding of Communication theories, perspectives, principles, and concepts;
2. identify, analyze, and critique Communication-related problems using Communication theories, perspectives, principles, and concepts, and prescribe Communication-based solutions to these problems;
3. design, conduct, and interpret original Communication-based research;
4. propose ways in which Communication theories, perspectives, principles, and concepts can enhance personal, social, and professional relationships; and
5. develop the ability to encode and decode messages effectively across communication contexts.

B. Program Timeline

The M.A. degree program is designed to take no more than one academic year. Students complete 15 hours of coursework during the Fall semester, 15 hours of coursework during the Spring semester, and 6 hours of coursework during the Summer term. Students are not permitted to extend their enrollment in the program past one academic year unless extenuating circumstances prohibit the student from finishing within the allotted year. The constitution of extenuating circumstances is determined by the Department Chair.

The M.A. program begins in mid-August and ends generally (depending on the student's progress) by July 31.

C. Program Requirements

To graduate with the M.A. degree in Communication Studies, students must complete 36 hours of coursework and either successfully write and orally defend a thesis or pass a comprehensive examination. In regard to the 36 hours of coursework, all students must complete COMM 700 and COMM 701 in addition to 30 hours of coursework.

Of these 36 hours, a minimum of 30 hours must be completed in the Department. All 36 hours must be at the 500 level, 600 level, or above. It should be noted that:

1. No course for which a student earns a grade below B- can be counted toward the 36 hours.
2. A GPA of 3.0 is required for graduation.
3. Students who receive more than 6 hours of "C" may not be permitted to remain in the program.

Students enrolling in the M.A. degree choose, in conjunction with the Graduate Coordinator, either Program A—Thesis Option or Program B—Nonthesis Option. Students who enroll in Program A—Thesis Option complete 30 hours of coursework, complete six hours of COMM 697 (3 hours in the Spring semester and 3 hours in the Summer term), and successfully write and orally defend a thesis. Students who enroll in Program B—Nonthesis Option—complete 36 hours of coursework and successfully write and orally defend a comprehensive examination. To be eligible to take the comprehensive examination, students must have completed a minimum of 30 hours, have a minimum grade point average of 3.00, and have completed any courses for which they previously received a grade of "Incomplete."

No more than six hours of transfer credit from another university or department may be applied toward meeting the 36 credit hours as required by the Department. (Any request to submit transfer credit must be approved by the Graduate Coordinator.) These credit hours must be from coursework at the 500 level, 600 level, or above with a grade of B- or higher. The grade received for these credit hours from another university will not be calculated in students' cumulative grade point average, but the grades received for these credit hours from another WVU department will be calculated in students' cumulative grade point average.

Program A—Thesis Option

Qualifying students may complete a thesis (Program A) to accumulate 6 credit hours during their course of study. A thesis represents a significant project that includes the collection, analysis, and reporting of a unique data set. With the assistance of the Graduate Coordinator, students will select a faculty member to serve as a thesis advisor. Together, the student and advisor will select two additional faculty members to comprise the thesis committee.

Not all students will be given the opportunity to complete a thesis. Those decisions will be made toward the end of first semester under advisement of the Graduate Coordinator and the faculty member with whom the student wishes to work.

Program B—Nonthesis Option (Comprehensive Examination)

Upon completion of 30 hours of coursework, students in Program B take a comprehensive examination. The comprehensive examination process consists of an 8-hour written examination that contains questions from all of the courses the student has completed. The comprehensive examination contains both required questions (6-8 questions addressing COMM 700 and COMM 701 content) and optional questions (6-8 questions addressing course content taken from courses completed during the student's M.A. year). A passing grade on the comprehensive examination designates overall competency determined by a three-member committee consisting of the Graduate Coordinator, the Department Chair, and one other faculty member.

If a student's answers to the examination questions is deemed to be unsatisfactory, a second written exam and/or an oral exam may be administered approximately 2 weeks after the administration of the initial comprehensive examination. If following this second written administration the committee still deems the student's work to be unsatisfactory, then a third and final written examination may be administered. These makeup examinations may cover material from all of the courses completed during the student's M.A. year. A passing grade on the second and/or third comprehensive examinations will be determined by a three-member committee consisting of the Graduate Coordinator, the Department Chair, and one other faculty member.

D. Semesterly Evaluation

In addition to making satisfactory progress toward the completion of the degree, all M.A. students who serve as a graduate teaching assistant will participate in a performance appraisal interview with the Graduate Coordinator at the end of both the Fall and Spring semesters. This performance appraisal is based on an assessment of the duties outlined in the M.A. contract and the Graduate Student Handbook regarding the assistantship and is used to identify and document any potential issues that could result in termination of the assistantship.

E. Graduation Requirements

To graduate with the M.A. degree in Communication Theory and Research from the Communication Studies Department at West Virginia University, students must fulfill all requirements determined by the Department of Communication Studies, the Eberly College of Arts and Sciences, and West Virginia University. These requirements include, but are not limited to:

- the completion of 36 hours at the 500 level, the 600 level, and above.
- a cumulative GPA of 3.0;
- the completion of all forms as required by the Department and the Eberly College of Arts and Sciences;
- an application for graduation, to be submitted at the beginning of the last term of

course completion; and

- if writing a thesis, the submission and acceptance of the completed thesis to Wise Library by the deadline determined by Wise Library; if taking the comprehensive examination, obtaining a passing grade on the comprehensive examination.

The student is wholly responsible for fulfilling these and any additional requirements for graduation.

III. The Ph.D. Program in Communication Studies

The Ph.D. program in Communication Studies is intended to qualify the student to teach and conduct research in instructional communication, interpersonal communication, or organizational communication at the university level.

A. Program Outcomes

Upon completion of the Ph.D. degree program in Communication Studies, it is expected students will be able to:

1. explain, synthesize, and critique the primary communication theories, perspectives, principles, and concepts associated with the communication studies discipline;
2. convey expert knowledge of the communication theories, perspectives, principles, and concepts that comprise their primary and secondary areas of study;
3. independently design, conduct, and interpret original communication-based research using quantitative research methods suitable for conference presentations and professional publication;
4. create a programmatic line of research to guide future communication-based research endeavors and projects;
5. select and use effective instructional communicative behaviors across a variety of teaching and training situations;
6. develop their writing, analytical, and research skills needed for success as a professional in the field of communication studies;
7. commit to the profession through activity in professional associations and service to the department, university, and community.

B. Program Timeline

The Ph.D. degree program is designed to take three years of study, including summer terms, assuming students make satisfactory progress during their time in the program.

- Students will complete at least 39 hours of coursework during the first two years of the program (i.e., Year 1 Fall semester, Year 1 Spring semester, Year 1 Summer term, Year 2 Fall semester, Year 2 Spring semester, Year 2 Summer term). Students may take additional courses in subsequent years if they so choose.
- Upon completion of coursework, students will take and defend their

comprehensive examinations (usually during Year 2 summer term) before writing and defending their dissertation prospectus (usually during Year 3 Fall semester) and writing and defending their dissertation (usually no later than Year 3 Summer term).

- Based on their performance on the comprehensive examination or the selection of a dissertation topic, however, some students may take more than three years of study to complete the Ph.D. degree program. An assistantship offer generally does not extend beyond the third year of study, however.

C. Selection of an Advisor and Committee

Upon admission to the program, students are advised by the Graduate Coordinator. Working with the Coordinator, students devise their course schedules for their first year.

- By the start of the Fall semester of their second year, students should select their dissertation advisor, who must hold Regular Graduate Faculty status. This advisor serves as the Chair of the student's comprehensive examination and dissertation committees. The student and the advisor then complete a Plan of Study, which must be approved by the student's committee.
- Working with their advisor, students select three additional Committee members, at least one of which must be a graduate faculty member external to the Department of Communication Studies, with the two remaining Committee members comprised of graduate faculty members from the Department of Communication Studies. Emeritus faculty members are not eligible to serve on Ph.D. committees.
- The Communication Studies Department graduate faculty members serve as members of both the student's comprehensive examination and dissertation committees, whereas the graduate faculty member external to the Communication Studies Department serves only as a member of the student's dissertation committee.

D. Program Requirements

To graduate with the Ph.D. degree in Communication Studies, students must complete at least 57 credit hours (at least 39 hours of coursework at either the 600 or 700 level and at least 18 hours of COMM 797--Dissertation); successfully write and orally defend a comprehensive examination; and successfully write and orally defend a dissertation.

The Coursework

The Ph.D. degree program in Communication Studies is a 57 credit hour program (this includes dissertation hours). The 57 graduate credit hours include:

- 9 hours from four required courses: COMM 700, 701, 790, 796
- 12 hours of courses constituting a primary area of study
- 9 hours of courses constituting a secondary area of study
- 9 hours of research methods
- 18 hours of COMM 797 (dissertation credit)

It should be noted that:

- No course for which a student earns a grade below B- can be counted toward the 57 hours.
- A GPA of 3.25 is required for graduation.
- A student who receives 3 hours of “C” will be placed on academic probation and a student who receives 6 hours of “C” may not be permitted to remain in the program.
- No more than six hours of transfer credit from another university may be applied toward meeting the 57 credit hours as required by the Department. These credit hours must be from coursework at the 600 level, 700 level, or above with a grade of B- or higher. The grade(s) received for these credit hours will not be included in calculating a student’s cumulative grade point average.
- Grades received for any credit hours generated from a course(s) taken in another department at West Virginia University will be included in calculating a student’s cumulative grade point average.

Students who complete the required Ph.D. courses at the M.A. level are not required to retake the courses at the doctoral level, but must fulfill the minimum credit hour requirements through additional coursework.

The Comprehensive Examination

Upon completion of coursework (typically at the conclusion of Year 2 Spring or Summer term), students take a comprehensive examination. Before the comprehensive examination can be taken, students must have completed 39 hours of coursework with a grade of B- or higher, have a minimum grade point average of 3.25, and have completed any courses for which they received a grade of “Incomplete.” After completing coursework, students who do not take the comprehensive exam when it is scheduled will be counted as failing the exam and will need to schedule a retake.

Prior to taking the comprehensive examination, students must complete the *Intent to Take Comprehensive Examination form* and submit the form to the Graduate Coordinator at the end of Year 2 Spring semester.

The comprehensive examination process consists of:

- A 12-hour written examination on three sections: four hours on the primary area of study, four hours on the secondary area, and four hours on research methods. The written examination usually is taken approximately two weeks prior to the Year 3 Fall semester over a two-day period.
 - Upon completion of the examination, the student will supply the Graduate Coordinator with a typed copy of the answers. The student will review and initial each page of the answers, which then serves as the official record of the examination. The entire examination will be photocopied and disseminated to the student and the student's Department members of the Committee by the Graduate Coordinator.
 - The questions on the written examination usually will be written by the Department members of the student's Committee and/or the student's advisor, and compiled by the student's advisor. The student's advisor is responsible for the final selection of the questions contained on the written examination.
- An oral defense of the written examination is scheduled, usually two weeks after the completion of the 12-hour written examination. The oral defense should last no more than two hours and allows the student's committee to assess the student's competency in the primary area, the secondary area, and research methods.
 - All three members of the student's comprehensive examination committee must be present at the oral defense. If less than three members are physically present, the oral defense must be rescheduled for a later date at which the three Committee members are present. However, please also note that due to COVID-19, students may be allowed or required to hold defenses remotely. Please contact Graduate Coordinator to determine whether your defense should be held remotely or in-person and to get details on how to complete signature forms remotely, etc.
 - Prior to the oral defense, students are encouraged to review their responses to the written questions and make corrections and revisions to their photocopied copy of the examination. These corrections and revisions then are presented orally to the Committee during the oral defense.
 - Upon completion of the oral defense, the student's Committee determines whether the student has satisfactorily passed the comprehensive examination or whether the student is deficient in one or more areas. The Committee then signs the *Comprehensive Examination Record form* to indicate whether the student has satisfactorily passed the examination. Additionally, when the student is approved as a candidate, the [Eberly College Doctoral Candidacy Form](#) must be completed and submitted to

the college.

**If the student fails one of the three areas, the student will be permitted to retake this portion of the comprehensive exam no later than six weeks from the date of the original oral defense. The oral defense of the one retake area may be waived by the student's committee.

**If the student fails two of the three areas, the student will be permitted to retake these areas during the second week of the next semester. The oral defense of the two areas retake may be waived by the student's committee.

**If the student fails all three areas, the student will be permitted to retake these areas during the second week of the next semester, and must have an oral defense of the three areas retake. If the student fails two or more sections of the retake, the student will not be permitted to complete the Ph.D. program.

**According to the graduate catalog, doctoral students may be given up to three chances for candidacy at WVU.

The Dissertation

Once the comprehensive examination has been successfully passed, the student writes a dissertation prospectus and submits a typed copy of the prospectus to each member of the student's dissertation committee. Generally, the dissertation prospectus is a two-chapter manuscript that outlines the proposed dissertation research project, although the form or requirements for the prospectus are left to the discretion of the student's advisor.

The dissertation prospectus defense process consists of:

- An oral defense of the prospectus, which is held once the student's advisor is satisfied the dissertation prospectus is ready to move to the oral defense stage. At least two weeks prior to the proposed oral defense date, the student completes the *Notice of Dissertation Prospectus Defense form* and submits it to the Graduate Coordinator, at which time a copy of the prospectus is distributed to each Committee member. Failure to submit this form and distribute the prospectus copies in a timely manner can result in the cancellation of the scheduled dissertation prospectus oral defense.
 - The prospectus oral defense meeting is open to all Department faculty members and students, but participation is restricted to the student and members of the dissertation committee. This oral defense should last no more than two hours.
 - All four Committee members, including the external Committee member, must be present at the prospectus oral defense meeting. Per the Graduate

Catalog, no more than one member of the Committee may participate through electronically or computer-mediated means (e.g., Skype, Google Hangouts). In an email, the dissertation Committee Chair must get approval from the Associate Dean for Academic Affairs to have a committee member participate electronically. In that email, the Committee Chair should obtain authorization to sign all forms on the committee member's behalf. This email approval will be documented in the student's file. However, please also note that due to COVID-19, students may be allowed or required to hold defenses remotely. Please contact Graduate Coordinator to determine whether your defense should be held remotely or in-person and to get details on how to complete signature forms remotely, etc.

- If fewer than four Committee members, including the external Committee member, are present, the defense must be rescheduled for a later date at which all four Committee members, including the external Committee member, are present.

Once the dissertation prospectus has been approved by the student's dissertation committee, the student writes the dissertation and submits a typed copy of the completed dissertation to each member of the student's dissertation committee. The typed copy must follow the format required by Library for Electronic Submission of Theses and Dissertations as well as adhere to the Department guidelines contained in the Graduate Resource Handbook and APA guidelines.

The dissertation defense process consists of:

- An oral defense of the dissertation, which occurs once the student's advisor is satisfied the dissertation is ready to move to the oral defense stage. At least two weeks prior to the oral defense date, the student completes the *Notice of Dissertation Defense form* and submits it to the Graduate Coordinator, at which time a copy of the dissertation is distributed to each Committee member. Failure to submit this form and distribute the dissertation copies in a timely manner can result in the cancellation of the scheduled dissertation oral defense.

The student also must complete and submit electronically the *Eberly College Thesis and Dissertation Defense Date Declaration Form* at least two weeks prior to the defense date. This form can be found at:

<https://eberly.wvu.edu/students/graduate/graduation-forms-and-process>

- The dissertation oral defense is open to the University community, the Department faculty members and students, and any invited guests, but participation is restricted to the student and members of the dissertation committee. The defense should last no more than two hours.
- At the dissertation oral defense, the Student must bring the *Eberly College Thesis and Dissertation Oral Defense Form* (typed and printed) to be

signed by the Committee. This form can be found at:

<https://eberly.wvu.edu/students/graduate/graduation-forms-and-process>

- The four Committee members, including the external Committee member, must be present at the dissertation oral defense meeting. Per the Graduate Catalog, no more than one member of the Committee may participate through electronically or computer-mediated means (e.g., Skype, Google Hangouts). In an email, the dissertation Committee Chair must get approval from the Associate Dean for Academic Affairs to have a committee member participate electronically. In that email, the Committee Chair should obtain authorization to sign all forms on the committee member's behalf. This email approval will be documented in the student's file. This authorization e-mail message must be entered into DegreeWorks. However, please also note that due to COVID-19, students may be allowed or required to hold defenses remotely. Please contact Graduate Coordinator to determine whether your defense should be held remotely or in-person and to get details on how to complete signature forms remotely, etc.
- If fewer than four Committee members, including the external Committee member, are present, the defense must be rescheduled for a date at which all four Committee members, including the external committee member, are present.
- Per the graduate catalog, in extraordinary circumstances, the Associate Dean for Academic Affairs may permit another person to attend the defense as a substitute for one of the committee members, provided that the original committee member was not the chair. Only one substitute at the defense is allowed, and the request for a substitute must be made in writing to the Associate Dean for Academic Affairs prior to the defense. The request for a substitute at the defense should be signed by the committee chair, the student, and both the original member (if available) and the substitute member.
- Upon completion of the oral defense of the completed dissertation, the Committee deliberates and makes a decision about whether the student has successfully defended the dissertation. After deliberation, each Committee member rates the dissertation defense as either satisfactory or unsatisfactory.

**Students who receive no more than one unfavorable vote from the Committee members will be judged as successfully defending the dissertation.

**Students who receive more than one unfavorable vote from the Committee members will be permitted to defend the dissertation again at a later date. If the student receives more than one unfavorable vote at the

second oral defense, the student will not be permitted to complete the Ph.D. program.

Once the dissertation has been successfully defended, the student works with his/her advisor to make all revisions, corrections, and additions suggested by the student's dissertation committee. It is the advisor's decision as to whether the student has satisfactorily completed all revisions, corrections, and additions suggested by the Committee. Upon completion of the final product, the student is wholly responsible for submitting the dissertation (and having the dissertation accepted) to the Library. Step by step information on electronically submitting the dissertation to the library can be found at: https://etd.lib.wvu.edu/files/submission_information_packet.pdf

The student is expected to supply one bound copy of the dissertation to the Department Chair for inclusion in the Department's library, one bound copy to the student's advisor, and one bound copy to each Committee member should the member request it.

E. Graduation Requirements

To graduate with the Ph.D. degree in Communication Studies from West Virginia University, students must fulfill all requirements determined by the Department of Communication Studies, the Eberly College of Arts and Sciences, and West Virginia University. These requirements include, but are not limited to:

- the completion of 57 hours, including 18 dissertation hours, at the 600 level, 700 level, or above;
- a cumulative GPA of 3.25;
- the completion of all forms as required by the Department and the Eberly College of Arts and Sciences;
- an application for graduation, to be submitted at the beginning of the semester or summer term the student anticipates graduating; and
- the submission and acceptance of the completed dissertation to Wise Library by the deadline determined by Wise Library.

The student is wholly responsible for fulfilling these and any additional requirements for graduation.

IV. Graduate Teaching Assistantships

Students who are awarded a graduate teaching assistant (GTA) position in the Department of Communication Studies are considered to be part-time, non-tenure track, and not benefits eligible employees of West Virginia University (WVU). All M.A. students on assistantship are awarded an assistantship for one semester. Students accepted into the Ph.D. program are awarded an assistantship for one year. Assistantships are renewable, contingent upon students making satisfactory progress toward the degree and approval by the Department Chair. Achievement of “satisfactory performance” (this is marked as “meeting acceptance” on the semester evaluation form) is determined by the Department Chair and Graduate Coordinator, with the advice of the rest of the faculty. GTAs are expected to adhere to all Department and course policies at all times under the supervision and authority of the Department Chair and, as delegated, other faculty who direct multi-section courses or coordinate other GTA duties.

The assistantship is offered in accordance with the provisions of West Virginia University Board of Governors Policy 2 and the West Virginia University *Faculty Handbook*, which are available online at <http://provost.wvu.edu>. As with all positions in higher education, it is subject to the availability of funds and approval of the appropriate expenditure schedule. The assistantship is governed by the rules and policies contained in the above documents, as they are and as they may from time to time be changed. It also is governed by other policies adopted by the university and the faculty and administration of the Department of Communication Studies and the Eberly College of Arts and Sciences. It is the student’s responsibility to be aware of terms and conditions of the university policies that govern this work. Further information regarding applicable policies, in addition to information concerning the privileges and responsibilities of holding an assistantship, may be posted at <http://grad.wvu.edu> and may be provided upon the student’s arrival at WVU. General questions about graduate assistant rights, responsibilities, policies, and procedures should be directed to the Associate Provost for Graduate Academic Affairs.

Graduate students must be in good academic standing within their degree program in order to be eligible to hold a graduate assistantship. The continuation of a graduate assistantship beyond the initial semester of appointment is not guaranteed. It is university policy that a graduate student may hold no more than one graduate assistantship.

Graduate assistants at WVU are reviewed at the end of each semester, including the first semester. Such a review is required prior to consideration of continued employment as a GTA, which is dependent upon satisfactory fulfillment of the responsibilities of this position, and of continued funding of and need for the position. It is also contingent upon maintaining full-time student status (i.e., being enrolled in nine credit hours per semester), performing GTA duties in a satisfactory manner by demonstrating the behaviors and attitudes consistent with those expected of professionals employed in the field of higher education, and maintaining satisfactory academic progress (i.e., maintaining a 3.00 grade point average) toward completion of your degree program as determined by the Department chair and the Graduate Coordinator.

For these services, GTAs receive a University tuition waiver, excluding College tuition and student fees, for the Fall, Spring, and Summer sessions and a salary for the academic year determined by the College and the Department Chair.

GTAs serve under the direction of Dr. Scott A. Myers (Department Chair) and Dr. Elizabeth Cohen (Graduate Coordinator), with a time commitment of no more than twenty clock hours per week. In general, these responsibilities are to be carried out throughout the semester of appointment, including times when classes are not in session.

Typical assigned duties for a GTA in the Department of Communication Studies are as follows:

- Being assigned to perform six hours of classroom contact per week with students in a teaching assistant capacity. Preparation time for teaching is considered part of the normal assignment. A portion of the assignment, or the entire assignment, may involve course administration. In some cases, in lieu of teaching, GTAs may be assigned to attend and observe other instructors for training purposes.
- Maintaining four scheduled office hours weekly.
- Attending all classes to which you are assigned to observe, as well as attending all staff meetings for courses in which you are involved.

V. Dissertations & Program Graduates

2021

Standby Lovers: A Typology and Theoretical Investigation of Back Burner Relational maintenance by Dana Borzea (Assistant Professor, Grand Rapids Community College)
Committee: Martin (Chair), Goodboy, Dillow, Trolio (WVU Learning Sciences and Human Development)

Pandemic Pedagogy: A Zoom Teaching Experiment Using CTML Principles of Multimedia Design by Kevin Knoster
Committee: Goodboy (Chair), Dillow, Martin, Johnson (California State Fullerton)

2020

The Effects of Instructor Self-disclosure on Students' Cognitive Learning: A Live Lecture Experiment by Stephen M. Kromka (Visiting Assistant Professor, University of Tampa)
Committee: Goodboy (Chair), Martin, Myers, Hosek (Ohio University)

It's All Fun and Games until Somebody Dies: Grief, Mortality Salience, and Coping in Meaningful Permadeath by McKay Steven West (Assistant Professor, Western Wyoming Community College)
Committee: Cohen (Chair), Goodboy, Sharabi, Banks (Texas Tech University)

Addiction or Disorder? Using the BIAS Map Model to Explain the Stigmatizing Effects of News Media Labels for Opioid Use Addiction by Kylie J. Wilson (Assistant Professor, Northwest Missouri State University)
Committee: Cohen (Chair), Martin, Rittenour, Davidov (WVU Health Sciences)

2019

Choose Your Own Lecture: Students' Motivational Resources as a Consequence of Autonomy-Supportive Instruction by James P. Baker (Assistant Professor, Mission College)
Committee: Goodboy (Chair), Martin, Myers, Sharabi, Rambo-Hernandez (WVU Educational Psychology)

Student-Instructor Out-of-Class Communication: A Media Multiplexity Approach by Calthlin V. Clark-Gordon (Director of Communication Research and Strategic Initiatives, WRC Senior Services)
Committee: Bowman (Chair), Cohen, Goodboy, Sharabi, Ledbetter (Texas Christian University)

Henosis Experience in Gaming: A Metric for Adjustments to Global Schema and Appraised Meaning by Evan Watts (Assistant Professor, Ferris State University)
Committee: Banks (Chair), Bowman, Cohen, Shook (WVU Psychology)

2018

To Meet Her, that Changed Everything”: Adult Adoptees’ Discursive Construction of the Meaning of “Parent” Following Birth Parent Contact by Christine K. Anzur (Assistant Professor, East Tennessee State University)

Committee: Myers (Chair), Goodboy, Rittenour, Troilo (WVU Child Development and Family Studies)

Examining the Co-occurrence of Engagement and Self-Referencing in the Context of Narrative Persuasion by Julia K. Weiss (Assistant Professor, The University of Virginia’s College at Wise)

Committee: Cohen (Chair), Bowman, Banks, Dillow, Fraustino (WVU Reed College of Media)

Presence in a Persuasive Drinking and Driving Message by Jennifer M. Knight

Committee: Bowman (Chair), Cohen, Goodboy, Martin, Pressgrove (WVU Reed College of Media)

Investigating the Relationships Between Family Communication Patterns, Academic Resilience, and Students’ Classroom Communication Behaviors by Jordan Atkinson (Assistant Professor, Missouri Western State University)

Committee: Myers (Chair), Goodboy, Martin, Rittenour, Child (Kent State University)

The Effect of Superiors’ Mentoring on Subordinates’ Organizational Identification and Workplace Outcomes by Molly S. Eickholt

Committee: Myers (Chair), Dillow, Goodboy, Martin, Tanner (WVU College of Business and Economics)

2016

Using the Instructional Beliefs Model to Examine Instructional Feedback in the Classroom by Melissa Tindage (Assistant Professor, California State University-Northridge)

Committee: Myers (Chair), Goodboy, Martin, Rittenour, Frisby (University of Kentucky)

Applying Psychological Reactance Theory to Communication between Adult Child Caregivers and their Older Adult Parents by Hannah Ball (Assistant Professor, Chapman University)

Committee: Weber (Chair), Goodboy, Myers, Rittenour, Lilly (WVU Biostatistics)

Diversity Outreach in Major League Baseball: A Stakeholder Approach by Shaun M. Anderson (Assistant Professor, Loyola Marymount University)

Committee: Martin (Chair), Bowman, Rittenour, Weber, Brooks (WVU College of Physical Activity & Sport Sciences)

Young Adult Daughters and their Parents: Communication about Work/Career and Family by Rita Daniels (Assistant Professor, Western Washington University)

Committee: Rittenour (Chair), Myers, Martin, Goodboy, Oberhauser (Iowa State University)

2015

Exploring the Anticipatory Socialization Stage of Division I Student-Athletes: The Content, Characteristics, and Functions of Memorable Messages by Gregory A. Cranmer (Assistant Professor, Clemson University)
Committee: Myers (Chair), Goodboy, Martin, Weber, Brooks (WVU College of Physical Activity & Sport)

Doctoral Students' Relational Communication with Their Advisors: A Dyadic Examination Using Chickering's Theory of Psychosocial Development by Zachary W. Goldman (Assistant Professor of Practice, University of Louisville)
Committee: Goodboy (Chair), Martin, Myers, Weber, Sorber (WVU Higher Education Administration)

Persuasion, Police, and Public Safety: Message Framing, Compliance, and Perceptions of Law Enforcement by Alexander L. Lancaster (Assistant Professor, Weber State University)
Committee: Martin (Chair), Bowman, Cohen, Weber, Westerman (North Dakota State University)

Communicating to Resolve the "Mommy Wars:": Testing Communicated Stereotypes and the Common Ingroup Identity Model with Stay-at-Home and Working Mothers by Kelly G. Odenweller (Assistant Teaching Professor, Iowa State University)
Committee: Rittenour (Chair), Dillow, Myers, Weber, Metzger (WVU Psychology)

2014

Why and How Organizational Members Encourage Their Peer Coworkers to Voluntarily Exit the Organization: An Investigation of Peer-Influence Exit Tactics by Michael Sollitto (Assistant Professor, Texas A & M University-Corpus Christi)
Committee: Chory (Chair), Goodboy, Rittenour, Weber, Garner (Texas Christian University)

Male-Female Workplace Friendships: Third Party Coworkers' Perceptions of and Behavior Toward Organizational Peers in Cross-Sex Workplace Friendships by Hailey G. Gillen (Associate Professor, Weber State University)
Committee: Chory (Chair), Booth-Butterfield, Cohen, Rittenour, Cowan (Texas State University)

Addressing the Role of Health Literacy in Social Science: The Revision and Validation of the Perceived Oral Health Literacy Scale by Sara LaBelle (Assistant Professor, Chapman University)
Committee: Weber (Chair), Booth-Butterfield, Martin, Myers, Wanzer (Canisius College)

Extradynamic Communication with Friends about Negative Relational Events in Romantic Relationships: Development of a Measure and Implications for Friendship and Romantic Relationship Functioning by Jessalyn I. Vallade (Assistant Professor, University of Kentucky)

Committee: Dillow (Chair), Booth-Butterfield, Martin, Myers, Lannutti (LaSalle University)

2013

The Effects of Student Behavior Alteration Techniques on Student Motives, Student Talk, and Student Learning by Christopher J. Claus (Associate Professor & Chairperson, California State University-Stanislaus)

Committee: Myers (Chair), Booth-Butterfield, Dillow, Martin, Johnson (Ithaca College)

Alternative Breaks: The Impact of Student-to-Student Connections in Non-classroom Service-learning Experiences by Zac D. Johnson (Associate Professor, California State University-Fullerton)

Committee: Martin (Chair), Myers, A. Weber, K. Weber, Lefebvre (WVU Educational Leadership Studies)

Investigating the Effect of Humor Communication Skills Training on Pro-social and Anti-social Humor Styles, Self-efficacy, Motivation, and Learning by Lori E. Vela (Instructor, Western Governors University)

Committee: Booth-Butterfield (Chair), Chory, Martin, Rittenour, Westerman, Lefebvre (WVU Educational Leadership Studies)

2012

Exploring the Effects of Implication Intentions and Goal Formation on Anxiety and Communication Effectiveness when Discussing Difficult Interpersonal Topics by Colleen C. Malachowski (Associate Professor, Regis College)

Committee: Booth-Butterfield (Chair), Chory, Martin, Rittenour, Walls (WVU Educational Psychology)

Examining Graduate Students' Research Outcomes, Affinity-Seeking Behaviors, and Perceptions of Relationship Quality with Advisors from a LMX Perspective by Stephanie Shimotsu (Instructor, Western Governors University)

Committee: Myers (Chair), Booth-Butterfield, Chory, Martin, Wanzer (Canisius College)

Sports-Related Traumatic Brain Injury: An Investigation of College Student-Athletes Prospectus of Communication Facework and Communicative Strategies for Managing Uncertainty by Sydney M. Stagers (U.S. Govt/NIOSH)

Committee: Martin (Chair), Booth-Butterfield, Brann, Weber, Kershner (WVU Community Medicine)

2011

Using Mentoring Enactment Theory to Explore the Doctoral Student-Faculty Member Mentoring Relationship by Daniel H. Mansson (Associate Professor, Penn State-Hazleton)

Committee: Myers (Chair), Brann, Dillow, Martin, Edwards (Western Michigan University)

2010

Adult Children of Alcoholics' Perceptions of Communicative Exchanges with Family Members and Outsiders by Kerry A. Byrnes-Loinette (Professor, Collin College)
Committee: Brann (Chair), Martin, Myers, Weber, Reger-Nash (WVU Community Medicine)

Communicative Facework in Marital Dissolution and Post-dissolution Processes by Brandi N. Frisby (Interim Associate Dean of Undergraduate Affairs, University of Kentucky)
Committee: Booth-Butterfield (Chair), Dillow, Martin, Weber, Walls (WVU Educational Psychology)

2009

Understanding the Expression and Implications of Deceptive Affectionate Messages by Sean M. Horan (Associate Professor & Chairperson, Fairfield University)
Committee: Booth-Butterfield (Chair), Chory, Dillow, Martin, Frymier (Miami University)

When Two Become One: Marital Couples' Public Performances and Couple Identity by Carrie D. Kennedy-Lightsey (Teaching Assistant Professor, West Virginia University)
Committee: Martin (Chair), Booth-Butterfield, Dillow, Weber, Goeres (WVU Educational Leadership)

The Development of Technological Management Model: A Conceptualization of Computer Technology in the Workplace by Paul E. Madlock (Associate Professor, Southeast Missouri State University)
Committee: Avtgis (Chair), Booth-Butterfield, Chory, Martin, Westerman, Rancer (University of Akron)

2007

The Effect of Teacher Confirmation on Student Communication and Learning Outcomes by Alan K. Goodboy (Professor & Peggy Rardin McConnell Endowed Research Chair, West Virginia University)
Committee: Myers (Chair), Booth-Butterfield, Martin, Weber, Hursh (WVU Educational Psychology)

Student Nagging Behavior in the College Classroom by Katie Neary Dunleavy (Associate Professor, LaSalle University)
Committee: Martin (Chair), Brann, Booth-Butterfield, Myers, Weber, Walls (WVU Educational Psychology)

VI. Theses

2021

COVID-19 Vaccine Rollout: Examining COVID-19 Vaccination Perceptions and Intention Among Nurses by Emilee Austin

Committee: Totzkay (Chair), Dillow, Rittenour

“Geeks and She-eks”: The Relationship Between Younger Women’s Experiences in Popular Geek Culture and Their Interest in STEM Fields by Madeline D. Butcher

Committee: Cohen (Chair), Rittenour, Totzkay

Language Choice on Psychological Reactance in Instructor/Student Email Exchanges by Christiana Robey

Committee: Goodboy (Chair), Dillow, Totzkay

2020

Interpersonal Influences on Interpretation of Workplace Sexual Harassment by Rachael E. Purtell

Committee: Rittenour (Chair), Cohen, Myers

2019

The Role of Accommodation in Mother-in-law/Daughter-in law Relationships by Erin C. Shelton

Committee: Rittenour (Chair), Martin, Myers

Character Morality, Enjoyment, and Appreciation: A Replication of Eden, Daalmans, and Johnson (2017) by Koji Yoshimura

Committee: Bowman (Chair), Banks, Cohen

2018

Communicated Sex Roles and Gender Identity Gaps by Janelle Vickers

Committee: Rittenour (Chair), Dillow, Martin

2017

Fit to be Tied: Social Network Structures and Evaluation Apprehension by Andrew Nicholson

Committee: Banks (Chair), Bowman, Martin

Identity Gaps and Perceived Racial Prejudice in the Grandparent-Grandchild Relationship by Matthew C. Thomas

Committee: Rittenour (Chair), Martin, Myers

2016

Music Videos as Meaningful Entertainment?: Psychological Responses to Audio-Visual Presentation of Song Narratives by Lea Schlue
Committee: Bowman (Chair), Cohen, Weber

Board out of Your Mind: Mapping Players' Mental Models of Game Systems and Potentials for Systems-Thinking Instruction by Joe A. Wasserman
Committee: Banks (Chair), Cohen, Martin

2014

Desired Leadership Styles in Classroom and Court: Comparing Ideal Coaching & Teaching Styles of Collegiate Student-Athletes by Elzbieta Klein
Committee: Martin (Chair), A. Weber, K. Weber

2012

Color Blind?: The Use of Brawn and Brain Frames in the Framing of White and Black Heisman Candidates by Gregory A. Cranmer
Committee: Bowman (Chair), Chory, Weber

2011

Father-Son Family Communication Patterns and Gender Ideologies: A Modeling and Compensation Analysis by Kelly G. Odenweller
Committee: Rittenour (Chair), Brann, Myers

2010

Students' Perceptions of Classroom Justice and Their Use of Politeness Strategies by C. Kyle Rudick
Committee: Myers (Chair), Dillow, Rittenour

2009

Stay or Leave? The Effects of Communicative Infidelity on Relationship Outcomes by Colleen C. Malachowski
Committee: Dillow (Chair), Brann, Weber

The Dating Game: Cultivation Effects on Relational Investment by Thomas L. Meade
Committee: Westerman (Chair), Patterson, Cole

2008

An Intergroup Perspective on Family Targeted Hurtful Messages Used in Romantic Relationships by Tyler M. Louk
Committee: Myers (Chair), Dillow, Martin

Muted Group Theory and U.S. Politics: Examining Third Parties and their Supporters by Meredith Mitchell
Committee: Martin (Chair), Weber, Cole

2007

Dialectical Tensions in Stroke Survivor Relationships by Kimberly Leezer
Committee: Brann (Chair), Dillow, Weber

Student-Instructor Conflict: The Impact of Instructor Communicative Characteristics on Student Conflict-Handling Styles by Karissa L. Zigarovich
Committee: Myers (Chair), Weber, Martin

2006

Development of A Typology of Interracial Relationships by Juan M. D'Brot IV
Committee: Avtgis (Chair), Weber, Myers

Communication Organizational Orientations in an Instructional Setting by David W. Tibbles
Committee: Richmond (Chair), McCroskey, Weber

2005

The Relationship between Relevance and Teacher Communication Behaviors by Vicki E. Bennett
Committee: McCroskey (Chair), Richmond, Myers

A Candidate's Use of Aggressive Communication and the Electorate's Response: Predicting Presidential Election Outcomes by Matthew Luke Sutton
Committee: Avtgis (Chair), Martin, Weber
Gossip as an Interpersonal Communication Phenomenon by Elycia M. Taylor
Committee: Weber (Chair), Martin, Myers

2004

Stereotypical Perceptions of the Communication Behaviors of Gay Males by Daniel W. Brewster
Committee: McCroskey (Chair), Richmond, Myers

The Effects of Personality Traits and Playing Video Games on Aggressive Thoughts and Behaviors by Vincent J. Cicchirillo
Committee: Chory-Assad (Chair), Weber, Booth-Butterfield

Application of Turning Point Theory to Communication Following an Acquired Disability by Katie Neary Dunleavy
Committee: Booth-Butterfield (Chair), Martin, Myers

Adolescents' Perceptions of Interparental Conflict and the Impact on Their Aggressive Communication Traits by Christine E. Kunkle
Committee: Myers (Chair), Weber, Booth-Butterfield

2003

The Effect of Teacher Misbehavior on Teacher Credibility and Affect by Sara R. Banfield
Committee: Richmond (Chair), McCroskey, Patterson

Instructors' Message Variables and Students' Learning Orientation/Grade Orientation and Affective Learning by Leeanne M. Bell
Committee: Myers (Chair), Booth-Butterfield, McCroskey

Fraternity and Sorority Member Perceptions of Homophily, Supportive Communication, and Group Behavior as a Function of Control Expectancies by Andrew D. Dohanos
Committee: Avtgis (Chair), Weber, Booth-Butterfield

The Impact of Past Dating Relationship Solidarity on Commitment, Satisfaction, Investment, and Maintenance in Current Relationships by Andrew J. Merolla
Committee: Weber (Chair), Booth-Butterfield, Myers

The Influence of Birth Order on Verbal Aggressiveness and Argumentativeness by Marissa F. Rodgers
Committee: Myers (Chair), Weber, Avtgis

Communication Apprehension and Accuracy of Decoding Nonverbal Signals: A Replication and Extension of Schroeder and Ketrow (1997) by Abigail L. Sopko
Committee: Martin (Chair), Myers, Weber

The Effects of Cancer on Interpersonal Relationships by Alicia M. Vandine
Committee: Booth-Butterfield (Chair), Chory-Assad, Weber